



National Unit specification: general information

Unit title: Criminology: Crime in the Community (SCQF level 5)

Unit code: H1WL 11

Superclass: EE

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Source: Scottish Qualifications Authority

Version: 01

Summary

The purpose of this Unit is to introduce candidates to the perception of crime in their community. Candidates will develop an understanding of the different types of crime. This Unit will introduce them to how members of the community perceive crime in their community, the role of the mass media in crime reporting and what measures are helping or hindering the community. The target candidate group is 16+ and adult returners.

Progression opportunities on successful completion of this Unit include possible entry to National Certificate in Social Science at SCQF level 5. This Unit is part of the National Certificate in Social Science at SCQF level 5 but can also be taken as a free-standing Unit.

Outcomes

- 1 Describe and categorise common crimes in the community.
- 2 Identify the role of the media in the perception of crime in the community.
- 3 Identify measures in place to address crime in the community.

Recommended entry

Entry is at the discretion of the centre. There are no formal entry requirements. However, it would be beneficial if candidates had achieved the following, or equivalent:

A social subject or an English Unit or Communication at SCQF level 4.

General information (cont)

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Credit points and level

1 National Unit credit at SCQF level 5: (6 SCQF credit points at SCQF level 5*)

**SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

Core Skills

Opportunities to develop aspects of Core Skills are highlighted in the support notes of this Unit specification.

There is no automatic certification of Core Skills or Core Skill components in this Unit.

National Unit specification: statement of standards

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Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the Unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to SQA.

Outcome 1

Describe and categorise common crimes in the community.

Performance Criteria

- (a) Describe the range of crimes being committed within the community.
- (b) Identify the most common crime reported in a community.
- (c) Categorise the types of crime being reported in a community.

Outcome 2

Identify the role of the media in the perception of crime in the community.

Performance Criteria

- (a) Name mass media, within the community, that report crime.
- (b) Identify emotive language in the reporting of crime.
- (c) Describe the effect that reporting has on the perception of crime.

Outcome 3

Identify measures in place to address crime in a community.

Performance Criteria

- (a) Identify police presence in a community.
- (b) Describe actions taken against offenders.

National Unit specification: statement of standards (cont)

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Evidence Requirements for this Unit

Evidence is required to demonstrate that candidates have achieved all Outcomes and Performance Criteria.

Written and /or oral recorded evidence is required to demonstrate that candidates have achieved all Outcomes and Performance Criteria. Evidence must be generated under open-book supervised conditions. It is anticipated that Performance Criteria could be completed individually in class time then collated to form either a portfolio of evidence or built into a presentation.

Candidates must include:

For Outcome 1

An accurate description of the main types of crime within a community which includes:

- ◆ police categorisation of crime reporting, including crimes of violence, crimes of dishonesty and miscellaneous crimes
- ◆ a minimum of three relevant examples must be provided for crimes within the community, across at least two categories of crime. The candidate must identify the category for each crime
- ◆ current or recent crime figures for the community including the most common crime

For Outcome 2

An accurate description of the role of the media in reporting crime which includes:

- ◆ identifying a local newspaper, a local radio stations and one other relevant medium that reports crime within the community
- ◆ analysis of the content of at least one medium to identify how crime is reported:
 - Content analysis must focus on the language used to describe the crime including any reference to the criminal and victim. At least three adjectives must be identified and the intended impact of these adjectives on the media consumer should be analysed
- ◆ the effect of the way the crime was reported on at least one member of the community to identify his/her perception of crime, which includes his/her perception of the prevalence of crime in the community

For Outcome 3

An accurate description/outline of:

- ◆ the nature and number of police officers or equivalent in the community
- ◆ at least three sanctions against offenders including disciplinary procedures and/or courts in the community — local sanctions can include exclusion from an organisation/institution, eg school or college; national sanctions can include custodial or non-custodial sentences, eg prison or tagging.

National Unit specification: support notes

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This part of the Unit specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

Guidance on the content and context for this Unit

Note the term 'community' can be used as appropriate for delivery. It could refer to a school or college as a community, or equally to a village, town, city or part thereof. It may be necessary to broaden the scope of 'community' to include the different types of crime and consequence.

Sensitivity should be considered when looking at crime as candidates may have committed crimes or may have been victims of crime either directly or indirectly.

Outcome 1

The introduction could include perceptions and definitions of crime. Differentiation should be made between serious violent crime (crimes of violence against the person; crimes of indecency, eg murder, serious assault, threats; rape and indecent assault), crimes involving dishonesty (approximately half of all recorded crime including housebreaking, theft of or from a motor vehicle, fraud, etc) and miscellaneous offences such as breach of the peace and offences relating to motor vehicles (most commonly occurring and likely to be cited in local media — see Outcome 2).

Up to date crime statistics can be found on police websites (eg Strathclyde Police figures at <http://www.strathclyde.police.uk/crimestats/default.aspx>)

Outcome 2

This Outcome should include an introduction to the statistical technique of content analysis. It can be a simple focus on tally-marking the number of incidences of crime and emotive words used to describe the crime/offender. Where news reports are used recordings (including iPlayer, podcasts and digital recording) do not need to be transcribed but a clear record of source used, time accessed, etc should be kept.

For pc (c) an interview should be carried out with an appropriate member of the community. This member could be an upholder of the law (eg police officer, campus officer, community police officer), an elected member of the community (eg local councillor, MSP, MP, MEP), a member of a community group (eg Elderly Forum, volunteering agency, education establishment) or simply a member of the community. There is no right or wrong answer here but candidates should be guided in their question choice and all interview schedules should be checked prior to interview in accordance with ethical considerations. Links should be drawn between reported crime statistics and the perception of crime.

National Unit specification: support notes (cont)

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Outcome 3

Where community has been taken to be a small Unit such as a school or college the parameters shall be appropriate for the context, for example instead of police officers the sanctions may be controlled by a line manager or head teacher, hearings may be conducted within the institution and students may be excluded rather than tried in a public court.

Guidance on learning and teaching approaches for this Unit

This Unit can incorporate traditional tutor-led information sessions, visiting speakers, discussions and research methodology to include an introduction to content analysis and interview.

Visiting speakers such as a guest speaker from the police, community police and/or campus officer could contribute to knowledge for Outcomes 1 and 3.

A visit to or from a local newspaper reporter could contribute to Outcome 2.

Outcome 1

Use of crime statistics should be current. Most police forces publish their reports in line with the tax year. Depending on when the Unit is delivered the figures may be up to a year old. Trends can be considered in terms of rising or falling crime rates (perhaps across different categories). This should be an introduction to crime reporting and can form an introduction to *Criminology: Nature and Extent of Crime* (SCQF level 6). The focus should be on the local community unless the lecturer wants to contrast local crime rates with national figures to provide a context for consideration.

Outcome 2

Students should identify local press and radio stations and a 'straw poll' could be taken for the most read/listened to/watched news media for the group. Different styles of communication should be considered and an introduction could be provided for different types of communication in the media (emotive language, initiating moral panic, etc.)

Differentiation should be clear regarding the probable differences between occurrences of crime and perception of crime.

An individual interview should be carried out by candidates, although there is the possibility of a pair or small groups of candidates carrying out an interview collectively but with their own set of questions. It is also helpful to consider that other groups/individual's interviews may be considered as secondary data for a candidate. There is crossover with *Psychology: Investigating Behaviour* (DF5L 11) in terms of interview as a research method. This may affect order of delivery if these Units are delivered as part of the National Certificate in Social Science at level 5.

National Unit specification: support notes (cont)

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Outcome 3

College or work disciplinary procedures could be described, alternatively broader applications including penalties such as Fixed Penalties, court summonses or sentencing guidelines for criminal behaviour. Candidates should be encouraged to consider the range of sanctions available and to consider the appropriateness of them within different contexts (ie for different crimes).

Where this Unit is delivered within an educational establishment candidates could consider its disciplinary procedures and sanctions.

Essential Skills

By adopting the above learning and teaching approaches and through the Outcome and corresponding Evidence Requirements, the Unit should provide candidates with an opportunity to develop the following essential skills for life, learning and work:

- ◆ Employability — through addressing the scope of police work in relation to crime in the community, aspects of career options, areas of expertise and areas of responsibility within the legal systems
- ◆ Citizenship — the Unit provides opportunities to demonstrate citizenship skills specifically in terms of describing and understanding crime and the penalties imposed for committing crime. There is the opportunity to develop critical thinking and debate through discussion of the reporting of crime and society's attitude to criminals

Guidance on approaches to assessment for this Unit

A suitable assessment instrument should be chosen to allow the candidate to demonstrate knowledge across the Evidence Requirements. A single assessment instrument could cover requirements for all Outcomes. This could be in the form of a project or academic poster. Either approach would allow for a gradual development of knowledge and on-going write up of learned material. It is expected that evidence for this Unit will take the form of a single holistic project presented as a portfolio of work or poster under open-book conditions, however each Outcome could be assessed individually in written or oral form depending on the nature of delivery. Where a project is undertaken there should be significant work undertaken in class to ensure authenticity. Some research and the interview (Outcome 2 (c)) may be undertaken in small groups however the evidence should be presented as an individual piece(s) of work. The interview must include at least two questions. Questions must focus on subjective aspects including perception of the prevalence of crime in the community.

National Unit specification: support notes (cont)

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Opportunities for the use of e-assessment

E-assessment may be appropriate for some assessments in this Unit. By e-assessment we mean assessment which is supported by Information and Communication Technology (ICT), such as e-testing or the use of e-portfolios or social software. Centres which wish to use e-assessment must ensure that the national standard is applied to all candidate evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. Further advice is available in *SQA Guidelines on Online Assessment for Further Education (AA1641, March 2003)*, *SQA Guidelines on e-assessment for Schools (BD2625, June 2005)*.

Opportunities for developing Core Skills

In this Unit the candidate will perceive the different types of crime in their community, how they are reported, and how members of the community respond.

Candidates will:

- ◆ identify and describe common crimes in the community including analysis of statistics
- ◆ describe the reporting and perception of crime
- ◆ identify and describe actions taken against offenders

This means that as candidates are doing this Unit they will be developing aspects of the Core Skills of *Communication* and *Numeracy*.

Disabled candidates and/or those with additional support needs

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering whether any reasonable adjustments may be required. Further advice can be found on our website www.sqa.org.uk/assessmentarrangements

History of changes to Unit

Version	Description of change	Date

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